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ABSTRACT

A followup study of potential first year teachers studied undergraduates certified to teach by Washburn University's teacher preparation program. The study's purpose was to determine effective methods of evaluation for assessing the adequacy of the undergraduate teacher preparation programs. The study sought answers about: (1) adequacy of the preparation program relative to the specific dimensions related to teaching as perceived by first year teachers; (2) adequacy of preparation for specific teaching content and skill areas; (3) strengths and weaknesses of the preparation program; and (4) assessments of school principals regarding the first year teachers and their preparation. The survey instrument is appended. (CB)

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WASHBURN UNIVERSITY

TEACHER EDUCATION
UNDERGRADUATE PROGRAM EVALUATION
OF FIRST YEAR TEACHERS
1983-84

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TEACHER EDUCATION
UNDERGRADUATE PROGRAM EVALUATION
1983-84

Introduction

This follow-up study of potential First Year Teachers involved a study population of 81 undergraduates certified to teach by Washburn University's teacher preparation program. Data were obtained relative to the undergraduates' status in teaching during the 1983-84 academic school year, and concerning his/her appraisal of the Washburn University teacher preparation program.

Thirty-seven questionnaires were returned establishing a 47 percent rate of response. Nineteen undergraduate students indicated they had secured a full-time teaching position. This meant that 51 percent of the study population indicated their success relative to fulfilling their expectation of entering the teaching profession. In addition, 9 undergraduate students reported that they were employed as substitute teachers throughout the school year. This participation as a substitute teacher involved 24 percent of the respondents. Evidence indicated that in some instances, substitute teaching was experienced on a regular basis. However, 9 other respondents indicated that they had not found a teaching position. This also meant that 24 percent of those that responded were not involved in teaching during the 1983-84 school year as First Year Teachers.

Therefore, 75 percent of the undergraduates were involved in teaching and were realistically able to evaluate Washburn University's teacher preparation program relative to their experiences in the teaching-learning process.

Problem Statement

The purpose of this study was to determine effective methods of evaluation for assessing the adequacy of the preparation provided by Washburn University's

undergraduate teacher preparation programs.

Answers were sought to the following qustions:

1. How adequate was the preparation received through Washburn University's teacher education programs relative to the specific dimensions related to teaching as viewed by First Year Teachers?

2. How do First Year Teachers assess the adequacy of preparation received in specific teaching content and skill areas?

3. What are the strengths and weaknesses of the respective programs as evaluated by the Washburn University undergraduates experiencing their first year of teaching?

4. What are the assessments of School Principals of the Washburn University teacher education graduates relative to adequacy of preparation in the specific dimensions related to teaching, the content and skill areas, and specific strengths and weaknesses as observed in the performance of first year teachers?

Research Design

A review of the related research was conducted relative to the attempts previously applied by various teacher preparation programs in their endeavor to evaluate the effectiveness of such programs. Several models were examined relative to their characteristics and the underlying philosophy.

Lists of undergraduates who completed their Bachelor's Degree and professional education for certification at Washburn University during the Spring of 1983, Summer of 1983, and the Fall of 1983, were included in this follow-up study. This list was developed from departmental records, the Registrar's copy of the completion of degrees for each respective semester included in the follow-up study, the Alumni's record of the names and addresses of the recent graduates, and information from the Washburn University Placement Office concerning the names of students reporting his/her employment in a particular school, grade and town.

Eighty-one undergraduates were identified for inclusion in this study, however, correct addresses were unobtainable for 2 individuals, thus limiting the population for the study to 79 undergraduates.

The anonymous questionnaire with the introductory letter were mailed to the 79 undergraduates.

The data received from the follow-up survey were treated with descriptive statistics and appropriate tables were constructed for depicting the findings.

Included in this study were the assessments of the School Principals of the Washburn University teacher education undergraduates. An anonymous questionnaire was also constructed for the purpose of securing appropriate data from the School Principals relative to the first year teachers' adequacy of preparation in the specific dimensions related to teaching, the content and skill areas, and specific strengths and weaknesses as observed in the performance of the first year teachers. Likewise, these findings were described and illustrated with appropriate tables.

This study was conducted during the latter part of a transition which included a new administration and additional new faculty members. Therefore, some changes were in the process of taking place with the programs involved in this study.

Since 51 percent of the study population reported that they were successful in securing a full-time teaching position, and another 24 percent of the respondents indicated that they were hired as substitute teachers, a total of 75 percent of the 1983-84 undergraduates were experiencing teaching throughout the year. Thus, it is reasonable to conclude that their perceptions can be valued relative to their views concerning the adequacy of their preparation as teachers.

Since the follow-up study of 1982-83 had a 55 percent rate of response from 89 undergraduates, some meaningful comparisons can made between the two follow-up studies.

Dear Graduate:

Under the direction of the Department of Education, I am conducting a follow-up study of recent Bachelor Degree recipients certified at Washburn University.

Please take a few minutes to assist us in maintaining and improving the quality of Washburn University's teacher preparation program. It will be greatly appreciated if you will fill out items of the enclosed questionnaire that apply to your program, for we feel that you are the expert which can assist us best in a real evaluation of the program. We are concerned that the programs are constantly improved to more adequately meet the needs of the students.

Thank you for your time, assistance, and cooperation.

Sincerely,

Reed L. Stolworthy

Reed L. Stolworthy
Associate Professor of Education

D E Nelson

David Nelson, Chair
Department of Education and
Home Economics

UNDERGRADUATE PROGRAM EVALUATION

WASHBURN UNIVERSITY

As part of an effort to appraise the effectiveness of our teacher education programs we are soliciting reactions from our graduates relative to aspects of these programs. You have been selected as a representative of your graduating class for this survey. Your name is not requested so that all information will be completely confidential. Your openess and accuracy in completing this survey is greatly desired.

The faculty of the Department of Education wish to thank you for your cooperation.

Directions: If you are teaching or have taught complete the entire form. If you have not taught, complete only part I.

Part I. GENERAL INFORMATION

A. Undergraduate major

Elementary_____Area of Concentration_____

Secondary_____Major_____Minor_____

B. If not currently teaching or have not taught, check primary reason.

____1. Unable to find teaching position
____2. Another career
____3. Further education
____4. Dissatisfied with teaching
____5. Other (specify)_____

C. Do you plan to teach in the future? Yes____ No____

PART II. STATUS IN TEACHING

A. Name of school where employed_____

B. Check the most appropriate description of your present attitude.

1. Very satisfied_____
2. Somewhat satisfied_____
3. Neutral_____
4. Somewhat dissatisfied____
5. Very dissatisfied_____

C. What is your present job assignment?

1. Early Childhood (below Kindergarten and age 6)_____
2. Elementary Teacher (K-6)_____
3. Junior High/Middle School (7-8)_____
4. Secondary (9-12)_____
5. Special Teacher (Please describe)_____

PART II. PLEASE INDICATE THE ADEQUACY OF PREPARATION IN THE FOLLOWING AREAS OF YOUR TEACHER EDUCATION PROGRAM AT WASHBURN UNIVERSITY. USE THE FOLLOWING SCALE:

A. Exceedingly Adequate
B. Very Adequate
C. Adequate
D. Inadequate
E. Very Inadequate

ELEMENTARY EDUCATION MAJORS ONLY:

Adequacy of Preparation in:

1. _____Social Studies
2. _____Language Arts
3. _____Reading
4. _____Mathmatics
5. _____Science

SECONDARY EDUCATION MAJORS ONLY:

6. _____Depth of Preparation in Major
7. _____Breadth of Preparation in Major
8. _____Preparation in Minor
9. _____Adequacy of Preparation in Instructional Methods

ALL MAJORS:

Adequacy of Preparation in Developing:

10. _____Stimulating Learning Environment
11. _____Student Work Study Skills
12. _____Student Motivation
13. _____Classroom Discipline

Adequacy of Preparation in Developing an Understanding of:

14. _____Principles of Learning/Learning Theories
15. _____Child Growth and Development
16. _____Philosophy of Education

Adequacy of Preparation in Developing Skills in:

17. _____Various Teaching Techniques
18. _____Student Evaluation and Grading
19. _____Teaching Exceptional Children
20. _____Diagnosis of Learning Disabilities
21. _____Developing Lesson Plans
22. _____Preparing Units of Work
23. _____Use of AV Materials and Equipment
24. _____Leading Classroom Discussion

Adequacy of Preparation in developing relationship skills with:

25. _____Students
26. _____Faculty Members
27. _____Parents
28. _____Professional Organizations

Adequacy of Preparation Provided by:

29. _____General Education Requirements
30. _____Content and Methods Courses in Professional Education
31. _____Student Teaching

ALL MAJORS:

PART III. LISTED BELOW ARE POSSIBLE STRENGTHS AND WEAKNESSES OF A TEACHER PREPARATION PROGRAM. INDICATE ON THE SURVEY FORM THOSE ITEMS YOU FEEL WOULD APPLY TO WASHBURN UNIVERSITY'S PROGRAM. PLEASE RESPOND TO EACH ITEM. USE THE FOLLOWING SCALE:

A. Strength of Program
B. Acceptable in This Area
C. Weakness of Program

32. _____Quality of Instruction
33. _____Field Experiences
34. _____Theoretical Foundations
35. _____Practical Application of Theories
36. _____Student-Faculty Relationships
37. _____Development of Classroom Management Skills
38. _____Resource Materials
39. _____Involvement in the Professions
40. _____Acquaintance with the Various Roles of the Teacher

PART IV. USING THE FIVE-POINT SCALE LISTED BELOW, PLEASE RATE THE OVERALL QUALITY OF THE PREPARATION RECEIVED AT WASHBURN UNIVERSITY (CIRCLE ONE)

A. Exceedingly Adequate
B. Very Adequate
C. Adequate
D. Inadequate
E. Very Inadequate

PART V. IF YOU WERE PREPARING FOR A PROFESSIONAL CAREER AGAIN, WOULD YOU ELECT A CAREER IN TEACHING? (CIRCLE ONE)

A. YES B. NO

Dear Administrator:

Under the direction of the Department of Education, I am conducting a follow-up study on the Bachelor Degree graduates of the Teacher Preparation Program who, during the 1983-84 school year, completed his or her first year of teaching at your school.

Like most educators, we are vitally interested in improving education, principally our educational products. According to our information, you have such a product(s) on your teaching staff. However, the anonymous questionnaire submitted to us by the first year teacher does not give us a name to submit to you.

Will you please take a few minutes to evaluate the degree of preparation which is evident in the performance of Wasburn University's recent graduate(s).

A rating scale is enclosed to assist you in this evaluative process.

Thank you for your time, assistance, and cooperation.

Sincerely,

Reed L. Stolworthy
Associate Professor of Education

David E. Nelson
Chairman, Department of Education

(APPLY ONLY TO FIRST
YEAR TEACHERS OF THE
1983-84 SCHOOL YEAR)

DEPARTMENT OF EDUCATION
WASHBURN UNIVERSITY

Follow-Up Survey of Graduates of Bachelor Degree Programs
To be Completed by Graduate's Principal

INSTRUCTIONS: Please indicate the degree of preparation in the following areas you feel would be representative of the Washburn University graduate(s) on your faculty. Using the five-point scale below mark the corresponding letter on the survey form. Please feel free to make additional comments.

A. Very Adequate Preparation
B. Adequate Preparation
C. Acceptable Preparation
D. Inadequate Preparation
E. Very Inadequate Preparation

I. COMPLETE FOR ELEMENTARY TEACHERS ONLY:

1. _____Social Studies
2. _____Language Arts
3. _____Reading
4. _____Mathematics
5. _____Science

II. COMPLETE FOR SECONDARY (GRADES 7-12) TEACHERS ONLY:

6. _____Depth of Preparation in Subject Matter
7. _____Breadth of Preparation in Subject Matter
8. _____Preparation in Instructional Methods

III. COMPLETE FOR ALL TEACHERS (ELEMENTARY AND/OR SECONDARY):

9. _____Develops Stimulating Learning Environment
10. _____Develops Student Work Study Skills
11. _____Develops Student Motivation
12. _____Develops Classroom Discipline
13. _____Demonstrates an Understanding of Child Growth and Development
14. _____Demonstrates an Understanding of the Philosophy of Education
15. _____Demonstrates Skills in Various Teaching Techniques
16. _____Demonstrates an Understanding of Principles of Learning and Learning Theories
17. _____Demonstrates Skill in the Use of AV Materials and Equipment
18. _____Demonstrates Skills in Student Evaluation and Grading
19. _____Demonstrates Skills in Developing Lesson Plans and Preparing Units of work
20. _____Demonstrates Skills in Diagnosis of Learning Problems/Disabilities
21. _____Demonstrates Skills in Leading Classroom Discussions
22. _____Demonstrates Skills in Teaching Exceptional Children

IV. LISTED BELOW ARE POSSIBLE STRENGTHS AND WEAKNESSES OF A TEACHER PREPARATION PROGRAM. INDICATE THOSE STRENGTHS AND WEAKNESSES YOU FEEL WOULD APPLY TO THE WASHBURN UNIVERSITY GRADUATES ON YOUR FACULTY.

A. Strength of Program
B. Adequate
C. Weakness of Program

23. _____Classroom Management
24. _____Knowledge of Subject Matter
25. _____Student-Teacher Relationships
26. _____Motivation of Students
27. _____Creates Stimulating Learning Environment
28. _____Knowledge of Teaching Techniques
29. _____Knowledge and Use of Resource Materials
30. _____Ability to Work with Parents and Community
31. _____Application of Principles of Learning

V. USING THE FIVE-POINT SCALE LISTED BELOW, RATE THE OVERALL QUALITY OF THE PREPARATION YOU FEEL WASHBURN UNIVERSITY GRADUATES ON YOUR FACULTY HAVE IN COMPARISON TO TEACHERS FROM OTHER INSTITUTIONS. (Circle One)

32. A. Very Adequate Preparation

B. Adequate Preparation

C. Acceptable Preparation

D. Inadequate Preparation

E. Very Inadequate Preparation